DOCUMENT RESUME

ED 096 524 95 CE 002 157

| | |
|---|---|
| AUTHOR | Jesser, David L.; Vanier, Byron |
| TITLE | Models, Elements and Characteristics of Career Education. |
| INSTITUTION | Council of Chief State School Officers, Washington, D.C. |
| SPONS AGENCY | Office of Education (DHEW), Washington, D.C. |
| BUREAU NO | BR-V-357008 |
| PUB DATE | 31 May 74 |
| GRANT | OEG-0-73-1369 |
| NOTE | 48p.; For related documents, see CE 002 152-159 |
| EDRS PRICE | MF-$0.75 HC-$1.85 PLUS POSTAGE |
| DESCRIPTORS | *Career Education; *Curriculum Development; Instructional Design; Instructional Programs; *Models; *National Programs; Program Descriptions; State Departments of Education; *State Programs |

ABSTRACT

Prepared as part of the Career Education Project of the Council of Chief State School Officers (CCSSO), the paper investigates instructional models for career education. The first section of the document is devoted to a comparison of the characteristics of the U. S. Office of Education (USOE) model and a selection of 12 State Models. The USOE model is based on the three stage approach to career education: awareness, exploration, and preparation stages, and the State models all offer similar approaches and are presented in brief summary statements with illustrative diagrams. The final section offers a detailed treatment of four models developed by the USOE to facilitate career education goals: (1) the school-based career education model, (2) the employer-based career education model, (3) the home/community-based career education model, and (4) a rural residential model. Five necessary components are needed to facilitate the integration of career education into the educational system: (1) the classroom teacher, (2) vocational skill training, (3) career development, (4) the home and family, and (5) the working community. (MW)

ED 094 529

Project Number V 357008
Grant Number OEG-0-73-1369

BEST COPY AVAILABLE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

# CAREER EDUCATION:
# An Educational Priority for the Seventies

## Part IV: Models, Elements and Characteristics of Career Education

David L. Jesser
and
Byron Vanier

Council of Chief State School Officers
1201 16th Street, N. W.
Washington, D.C. 20036

The work reflected herein was performed pursuant to a grant from the Office of Education U. S. Department of Health, Education, and Welfare. Contractors and agencies undertaking such studies are sponsored by the Government and are encouraged to freely exercise their professional judgment in the conduct and reporting of such projects. Opinions and points of view stated do not necessarily, therefore, represent official Office of Education policy or position.

CE002157

U.S. Department of Health, Education, and Welfare

Office of Education
Washington, D.C.

## Preface

As pointed out in the Preface to Part II of this series, people should know where they want to go before they should set out on a journey. Stated in more explicit fashion, they should know what they want to do or accomplish before they begin to accomplish whatever is the task.

In much the same vein [illegible]essary for people, as they identify goals and purposes, [illegible]e some idea of the options that are open to them. When considering travel from one point to another, to illustrate, there are numerous options that are available, and which should be carefully considered before deciding on the route to be taken, the mode of travel, and perhaps the time-frame to be used.

So it is with Career Education efforts: When a determination of purpose has been made and agreed upon, those responsible for implementation will need to consider the many options that are open to them in terms of materials that might be employed, target populations, and the like.

Those responsible for implementation of Career Education programs will obviously have to consider the options in light of varying conditions, constraints, and restraints that might exist as a result of localized conditions, to be sure. But this in no way negates the need to know what options exist, and how each might facilitate installation or expansion of Career Education efforts.

Parts III and IV of this series, having to do with materials and models, respectively, are intended to be of assistance to state education agency personnel as they continue in their efforts to make Career Education a reality in their states.

David L. Jesser

# MODELS, ELEMENTS AND CHARACTERISTICS OF CAREER EDUCATION

As has already been noted and emphasized, numerous educational agencies--at every level of education--have for some time been seriously involved in a rather comprehensive examination or study of the concept of Career Education. State, local, post-secondary, and national educational agencies and institutions have all engaged in a process of sorting through, as it were, the many definitions, components, and purposes of Career Education that have been formulated during the past few years. At the same time, these agencies have also engaged in a process of revising, refining, modifying, or otherwise adapting those definitions, components, and purposes in the hope that they will better, or more nearly, meet individual agency needs. As a result, there are countless "models" of Career Education, and to some the multitude of models approaches a state of chaos. Such, however, is not the case.

While educators and proponents of Career Education will readily recognize that a variety of individual approaches exists, together with a wide range of individual differences, those same educators and proponents of Career Education must also recognize that while the approaches differ in terms of specific detail there are basic or fundamental similarities--threads of commonality--that are to be found in each.

For example, it will be recalled that one of the basic purposes of Career Education relates to the relevancy of the overall educational program at every level to the total world of work, to the community, and to society in general. It is difficult to identify

any model that does not recognize, in some fashion, this purpose. Another basic purpose of Career Education consists of helping learners to understand more about themselves, the world of work, and how they relate to it. Again, virtually all models recognize this. And still another basic purpose consists of helping every learner (K-Adult) become prepared--or better prepared--to choose, in a rational manner, a career field that will enable the person to be a productive, contributing member of society, and live a completely self-rewarding life. Once again, most models recognize this purpose.

The broad kinds of similarities that the basic purposes illustrate serve also to illustrate the reasons for the common characteristics that are found in most of the models that have been developed for Career Education. Several of these models are examined in this section. By looking at them in some detail, it may well be possible to generate still another model--one designed to more adequately meet the educational needs of a state education agency, a local school system, or an institution of higher learning. And by more adequately meeting those needs, the needs of the individual learner will be better served.

## CAREER EDUCATION MODELS

As the concept of Career Education has evolved or developed, some programs that have been generated have attempted to <u>incorporate</u> Career Education concepts into every subject area in the curriculum. Examples of this approach were discussed in a preceding section, and need not be repeated here. It should be noted, however,

that other programs have emerged which include only resource units in a limited number of subject areas, and these only at certain grade levels. These approaches, obviously, are very different, and again highlight the point made earlier. Basically, however, in the programs, in both approaches, the terms career awareness, career exploration, and career preparation are to be frequently found. In similar fashion, these (or very similar) terms will be readily noticeable in the various models of Career Education.

USOE Model

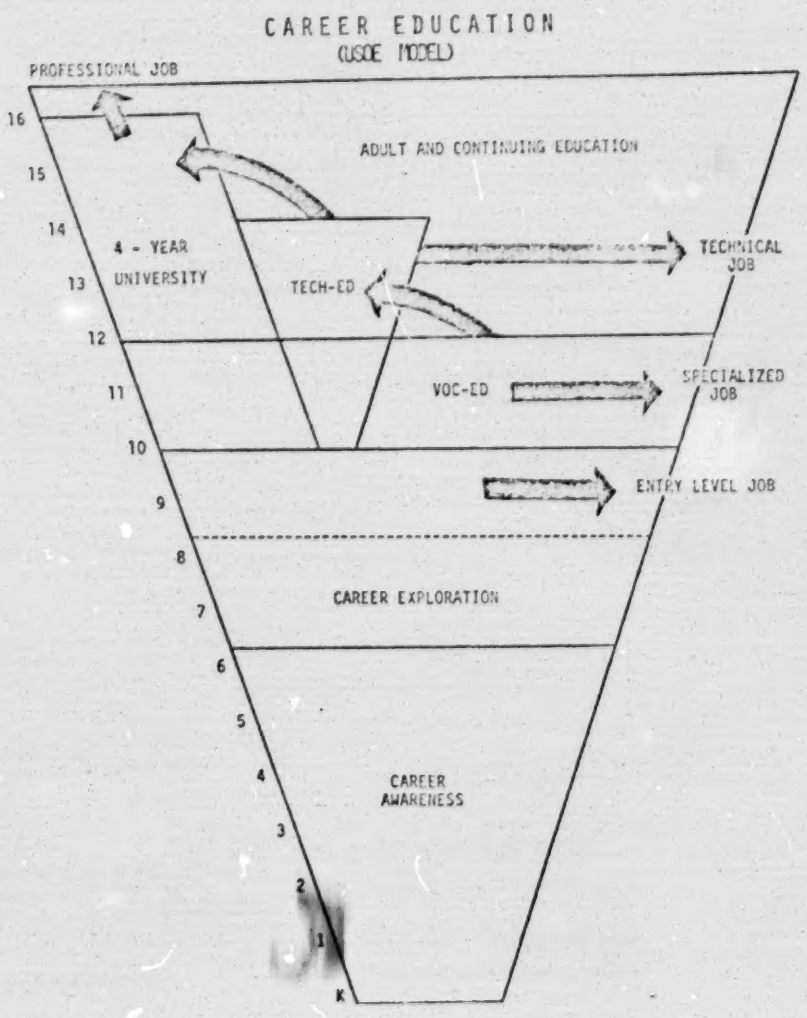
When Dr. Sidney P. Marland first discussed the need for programs in Career Education, he envisioned an educational program in which elementary students would be helped to understand more about the wide range of jobs in our society, together with the roles and requirements that exist in and among them. He envisioned a program in which junior high school students would be able to explore, through hands-on experiences, a limited number of occupational fields or clusters. And Marland discussed the need for a program in which every senior high school student would have an opportunity to become prepared for employment upon exiting from high school or for entry into some form of post-secondary education.

The USOE Model, as shown in Figure 1, contains the basic characteristics or components that have already been mentioned. Provision is made for students to become acquainted with the world of work and their relationship to it; provision is also made for students to have opportunities to explore broad occupational areas. And, as the model portrays, students are given the opportunity to acquire either entry

skills for specific occupations, or to acquire the skills needed for them to move into the next preparational level.

For example, if a student were to choose to exit at Grade 10, certain basic job entry skills should have been acquired, and thus enable the student to enter the world of work. Or, as the model indicates, a student exiting at Grade 12 should be able to enter a specialized occupation or to enter into a period of more specialized education. Exit from the latter should be into a more technical occupation or another period specialized education. The several components are explained more fully in the next several pages.

FIGURE 1



The Awareness Stage. As will be noted, the USOE Model includes grades kindergarten through six in the "Career Awareness Stage". Students in these grades should become aware of the world of work and the wide range of occupations that exists within it; and they should also understand how they relate to the world of work.

Since the USOE Model was developed, there have been numerous attempts made to refine it or to further delineate or define it by SEA's, LEA's, and other advocates of Career Education. For example, the Portland, Oregon, Career Development program contains, at this level, an "Orientation to Occupations" that is designed to enable students to:

- Learn attitudes of respect and appreciation for all types of work and for workers in all fields;
- Relate the subject matter of each discipline to occupations;
- Express their own interests, aptitudes, and abilities in several of the major career fields;
- Make tentative choices of career fields that they would like to explore; and
- Know the wide range of occupations open to them.

In similar fashion, the Oregon Career Education Program--"The Oregon Way"--lists the following as the Career Awareness phase:

> [Career Awareness] includes programs in the elementary grades, where students will:
>
> --develop awareness of the many occupational careers available;
>
> --develop awareness of self in relation to the occupational career role;

--develop foundations for wholesome attitudes toward work and society;

--develop attitudes of respect and appreciation towards workers in all fields; and

--making tentative choices of career cluster to explore in greater depth during mid-school years.

Dr. Keith Goldhammer, in a recent volume about Career Education, suggested that this stage--the Awareness Stage--should provide for five major functions to be fulfilled:

- Basic skills of learning and social development;
- Examination of essential functions pertaining to life and the individual and social activities of human beings;
- Examination of the basic characteristics of man's life in various societies;
- Exploration of the environment and nature and how man has learned about them and uses them; and
- Exploration of basic interests and potentialities of each child.

The several examples given reflect both the manner in which similarities exist and the way in which individual modifications might be made. In this context, they should suffice. However, they should at the same time provide sound guidelines to the interested and concerned educator who is trying to refine or re-define a localized program. With this in mind, reference is again made to the work of Dr. Marla Peterson and the "Enrichment of Teacher-Counselor Competencies Project", because it includes basic concepts that children in grades K-6 should be helped to learn. The concepts are catalogued as to

affective, cognitive, or psychomotor domain, and are presented in terms of six readiness levels.

The Career Exploration Stage. Looking back at the USOE Model shown in Figure 1, it will be noted that grades seven through nine are included in the "Career Exploration Stage". In this stage, it is intended that students be given an opportunity to explore, in an in-depth manner, their chosen occupational families. Such exploration may consist of "hands-on" experiences, field trips, contact with resource persons from business and industry, or observational activities related to occupational clusters.

To again illustrate how different, yet similar, approaches develop, the Career Development Program in Portland, Oregon includes an Occupational Exploration phase that consists of a variety of exploratory experiences, all of sufficient scope and depth so as to enable students to:

- Understand the physical, educational and skill requirements of typical occupations;
- Relate their own interests, aptitudes, and abilities to the requirements of typical occupations in a number of career clusters;
- Appreciate the importance of education and career training as preparation for satisfying life; and
- Arrive at a tentative career choice in an appropriate field.

At the state level, many SEA's have either adapted or redefined the Career Exploration Stage as found in the USOE Model. The Oregon Board of Education, for example has included the following in its plan,

"The Oregon Way":

> [Career Exploration] programs in the mid-school years, usually grades 6-7 through 10, where students will:
>
> --explore key occupational areas and assess own interests and abilities;
>
> --become familiar with occupational classifications and clusters;
>
> --develop awareness of relevant factors to be considered in decision-making;
>
> --gain experience in meaningful decision-making; and
>
> --develop tentative occupational plans and arrive at a tentative career choice.

Goldhammer has suggested several functions with which Career Education programs in the middle or junior high school years (the exploration stage) should be concerned. These include:

- Continued growth and increased competence in the use of basic skills;
- Examination of a broad range of vocational, avocational, family life, citizenship and cultural career alternatives;
- Exploration of several potential personal career opportunities;
- Developing skills and attitudes toward career choices;
- Preliminary selection of general areas for future vocational careers;
- Gaining knowledge of personal and educational requirements involved in various careers; and an
- Examination of man's value and belief systems.

As the USOE Model in Figure 1 clearly indicates, and as the representative models presented in subsequent pages similarly indicate, Career Education consists of a total sequence of activities; not of several unrelated parts. Because this is so, it is impossible to say that any one of the segments shown in the models is more or less important than any other. No segment can properly function in the absence of the others.

But while all segments of the models are important to the total process, it must be recognized that, as the learner progresses through the sequence, the Career Exploration Stage is in effect the pivotal point: it is during this stage that the learner begins to narrow career choices and to focus more clearly on areas of preparation. With this in mind, it is vital that Career Education planners and program people ensure that, during the junior high school years, Career Exploration is truly that which is intended, and not something that just exists between elementary and high school years.

The Career Preparation Stage. Within the USOE Career Education Model (Figure 1), grades ten through twelve are included in what is called "Career Preparation Stage". It is during this stage that students are given the opportunity to acquire the necessary entry-level competencies in their chosen occupational field, or to become prepared to enter some form of post-secondary educational program.

In the Portland, Oregon, system, this stage is termed "Occupational Preparation", and is described as consisting of programs that

> ...provide students with in-depth instruction in occupational skills and knowledge sufficient for effective job entry and/or advanced occupational training.

Occupational preparation programs, in the Portland approach, should enable students to:

> •Perform the tasks basic to one or more occupations to standards of accuracy and speed that will qualify them for employment in an entry-level job;
>
> •Refine and/or confirm their tentative career choices;
>
> •Acquire occupational skills, knowledge and understanding sufficient to appreciate the need for and to pursue more advanced occupational training on a full time or part time basis; and
>
> •Learn acceptable job attitudes and appreciate the importance of their occupation and standards.

The Oregon Board of Education--the Oregon SEA-- has indicated ("The Oregon Way") that the "Occupational Preparation Stage" should center on Career Cluster programs in grades 11-12, where students will:

> --acquire occupational skills and knowledge for entry level employment and/or advanced occupational training;
>
> --tie a majority of high school experiences into generalized career goals;
>
> --develop acceptable job habits; and
>
> --be involved in cooperative work experiences, and have an opportunity to be a member of a vocational youth organization.

Goldhammer, in his recent work, has outlined several major functions of the senior high school (10-12). These should also be valuable to both Career Education planners as well as program people. The functions include:

- Emphasis upon continuous refinement, use and the application of basic skills;
- Development of specific knowledge and skills needed for family life, avocational, citizenship and cultural careers;
- Exploration and personal testing of avocational career opportunities within a specific cluster or area;
- Selection of specific career and initial preparation and exploration of post-high school preparation potentials; and
- Development of some salable skills.

Post Secondary Stage. The USOE Career Education Model (Figure 1) is directed primarily toward the K-12 grades, and toward students who will be exiting from school and entering the adult world of work. This in no way implies a lack of concern for those efforts that are made during post-secondary years. As illustrated in Figure 1, a student may exit from secondary school and participate in a technical education program in a local community college. Or, the student may enroll in a four-year college or university. In either instance, it should be patently obvious that success in a post-secondary program will be predicated upon the totality (and successfulness) of the preceding K-12 program.

The elements of career awareness, career exploration, and career preparation also exist in the adult phase of the program, with the basic difference being in philosophy. As observed, adult programs

rest upon the previous meaningful experiences and activities of the individual whereas the K-12 program develops these experiences. Also, it it essential for adults to have flexibility in entry and exit of the program so their needs are better served. It is the adult phase of the career education program which holds promise of making the old cliche of "lifelong learning" a reality in a technologically oriented society.

In the Oregon approach, the post-secondary effort is termed "Occupational Specialization". It includes programs in community colleges, apprenticeship, private Vo-Tech schools, and four-year colleges and universities. Within the Oregon Post-Secondary Stage, learners will:

- --be involved in developing specific occupational knowledge and preparation in a specialized job area;
- --have the opportunity to form meaningful employer-employee types of relationships; and
- --be provided necessary retraining or upgrading skills.

Other Models

It has been observed that, among educators, "there is much semantic looseness." This may be a truism throughout education; it assuredly is a truism when dealing with Career Education. Just as there are "concepts" and "concepts", there are "models and "models". In some instances models are perceived as being miniature scaled-down replicas, exact in every detail, of some object. In other instances, models are used to portray, in some fashion, ideas, con-

cepts, procedures, systems, and the like. It is in this (the latter) context that "models" are used throughout this section. The USOE model, as shown in Figure 1, portrays both a procedure and a system in which Career Education might be incorporated into a total educational system. Other models, described in this section, portray similar ideas and procedures relating to how Career Education fits, as it were, into the overall educational system.

It should go without saying that no one model for Career Education is likely to provide all of the answers for all situations. There will be unique needs in specific situations, and these will require some adaptation or modification in basic models. The models presented in these pages may serve to assist educators having responsibility for Career Education to perceive how models, designed to meet the unique needs of their situations, may be created.

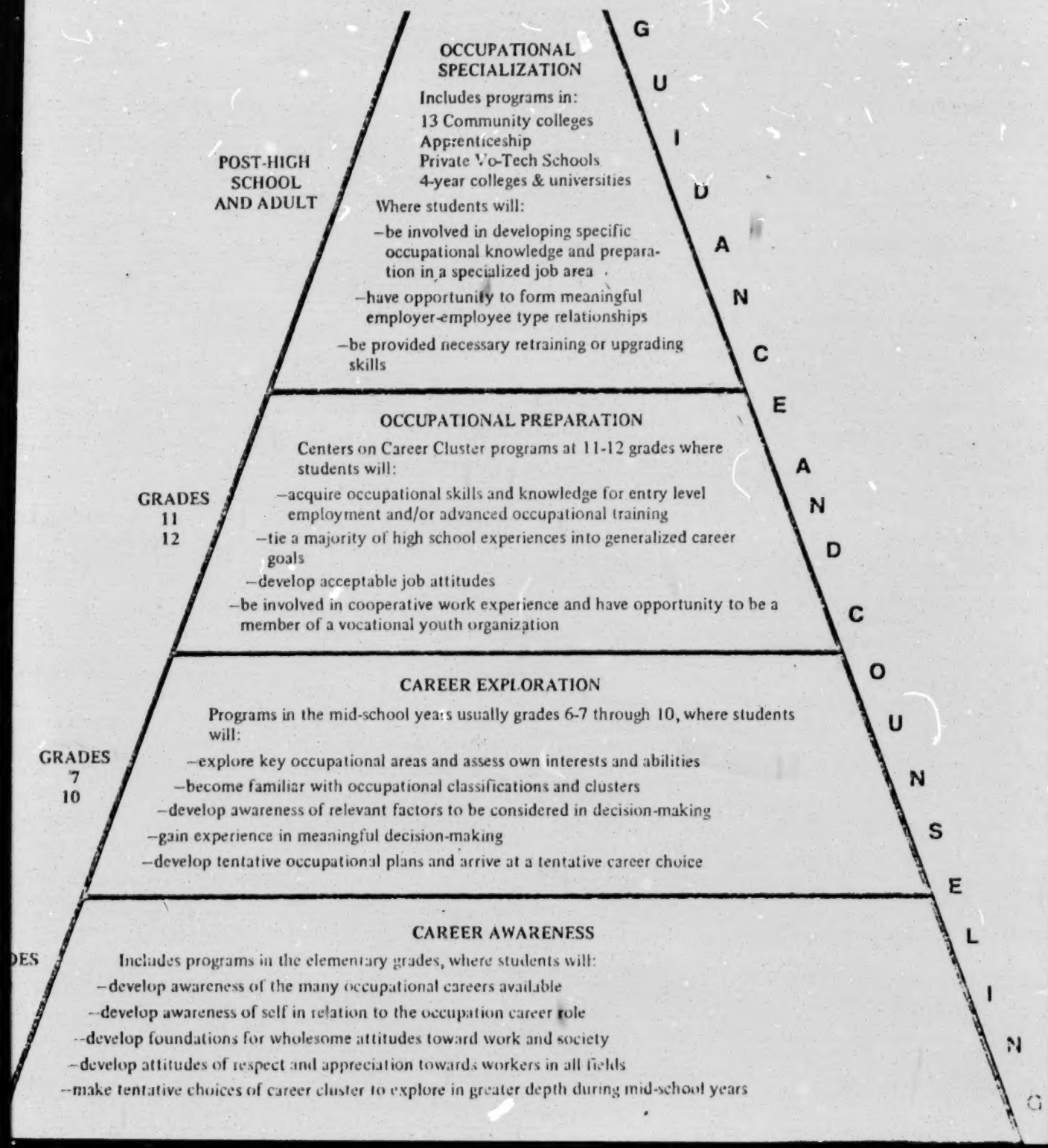
The Oregon Model. As may be seen, the Oregon model--"The Oregon Way"--that is shown in Figure 2, is in many respects similar to the USOE model (Figure 1). Some differences in portrayal, however, will be noted. The USOE model, in the shape of an inverted pyramid, would seem to portray a constant broadening of learner options as the learner proceeds through the sequence. (This, of course, is perceived as a major goal of Career Education.) The Oregon model, in the shape of a regular pyramid, would seem to portray a movement--a series of decision-making points--that lead to refinement and specialization as the learner proceeds through the sequence. (And this, too, is one of the major goals of Career Education.)

The importance of Guidance and Counseling as a necessary part of Career Education was stressed in Part II of this series. The Oregon model portrays the function of Guidance and Counseling through-

out the educational sequence, from kindergarten through the adult years.

Figure 2:

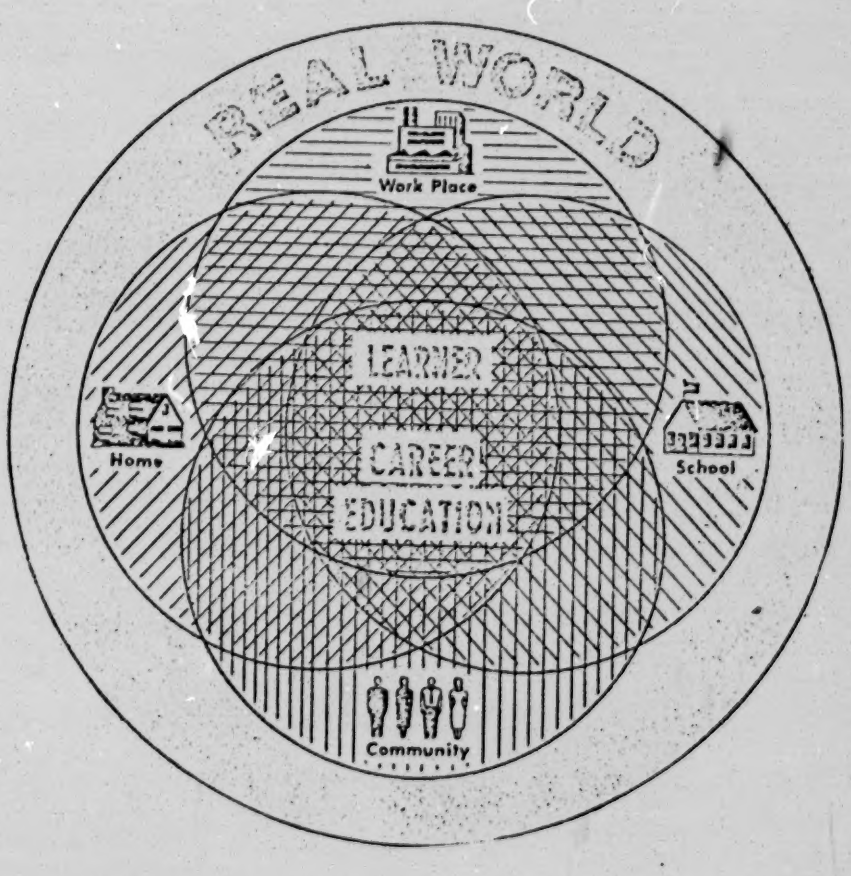
CAREER EDUCATION: The Oregon Way


GUIDANCE AND COUNSELING
POST-HIGH SCHOOL AND ADULT
OCCUPATIONAL SPECIALIZATION
Includes programs in:
13 Community colleges
Apprenticeship
Private Vo-Tech Schools
4-year colleges & universities
Where students will:
–be involved in developing specific occupational knowledge and preparation in a specialized job area
–have opportunity to form meaningful employer-employee type relationships
–be provided necessary retraining or upgrading skills
GRADES 11 12
OCCUPATIONAL PREPARATION
Centers on Career Cluster programs at 11-12 grades where students will:
–acquire occupational skills and knowledge for entry level employment and/or advanced occupational training
–tie a majority of high school experiences into generalized career goals
–develop acceptable job attitudes
–be involved in cooperative work experience and have opportunity to be a member of a vocational youth organization
GRADES 7 10
CAREER EXPLORATION
Programs in the mid-school years usually grades 6-7 through 10, where students will:
–explore key occupational areas and assess own interests and abilities
–become familiar with occupational classifications and clusters
–develop awareness of relevant factors to be considered in decision-making
–gain experience in meaningful decision-making
–develop tentative occupational plans and arrive at a tentative career choice
CAREER AWARENESS
Includes programs in the elementary grades, where students will:
–develop awareness of the many occupational careers available
–develop awareness of self in relation to the occupation career role
–develop foundations for wholesome attitudes toward work and society
–develop attitudes of respect and appreciation towards workers in all fields
–make tentative choices of career cluster to explore in greater depth during mid-school years

The Nevada Models. While several state education agencies have developed models similar to the vertical schematic used in Oregon, other SEA's in their own process of "sorting through", have depicted Career Education in quite different ways. The Nevada State Department of Education, for example, has developed a series of venn-diagram type conceptualizations to depict Career Education. The first of these, shown in Figure 3, is intended to focus on the learner within the real world, and nicely illustrates that the four learning environments (the school, the home, the community, and the work place) not only are interrelated, but in fact are dependent on one another.

Figure 3:

THE NEVADA CONCEPTUAL MODEL OF CAREER EDUCATION



For the purposes of clarification, the Nevada State Department of Education has included the following definitions for use with Figure 3:

| | |
|---|---|
| REAL WORLD: | The universe of human experience affecting individual life styles. Everything that contributes to human development. |
| WORK PLACE: | The areas where one performs labor, tasks or duties which afford people their accustomed means of livelihood and/or results in personal satisfaction. |
| COMMUNITY: | An interacting population of various kinds of individuals in a common location, linked by common rules, laws, or values. |
| HOME: | A place where a person lives, either alone or with others. |
| SCHOOL: | A place for formalized teaching of persons through a series of structured experiences. |
| LEARNER: | Any person. |

Two companion diagrams, also developed by the Nevada State Department of Education for use in the Nevada Career Education effort are shown in Figure 4 and Figure 5. The former is intended to illustrate the interrelationship of experiences, occupations, and subject matter areas in the educational arena, while the latter is intended to depict the several stages of Career Education.

The Ohio Model. In Ohio, the Career Education effort is described in terms of Career Development, and the model that has been developed by personnel in the Ohio state education agency to depict Career Education is termed "Ohio's Career Development Continuum". The Ohio model is illustrated in Figure 6, and, as will be noted,

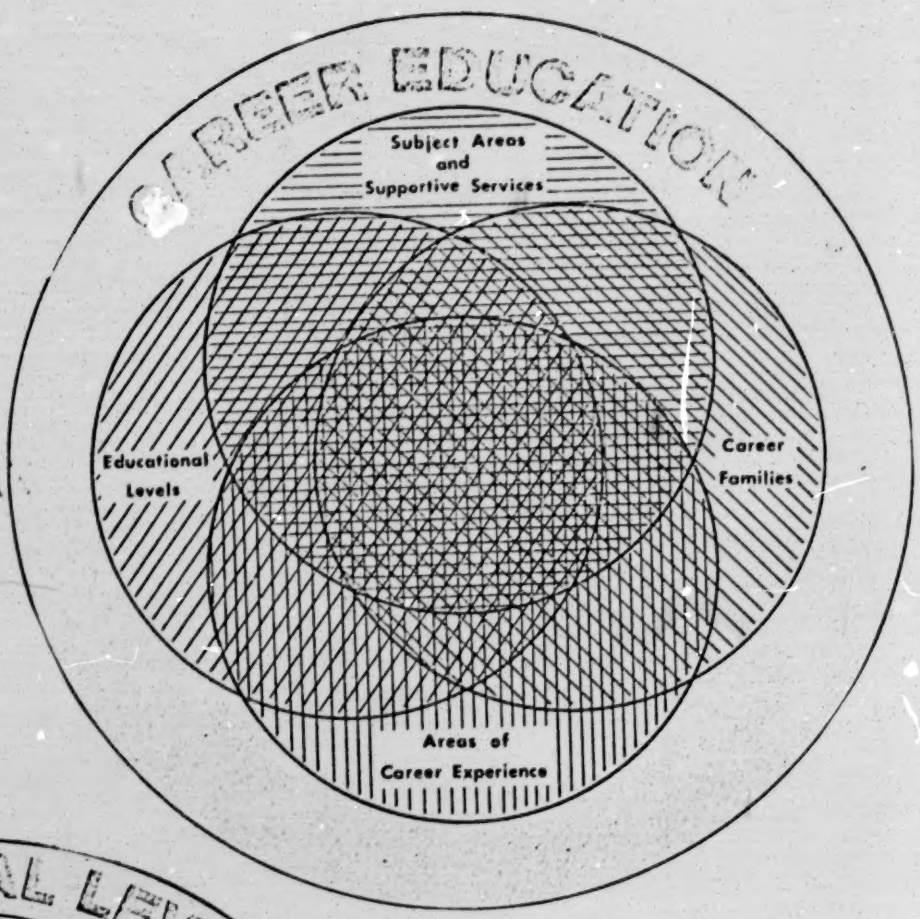



Figure 4

CAREER EDUCATION IN NEVADA

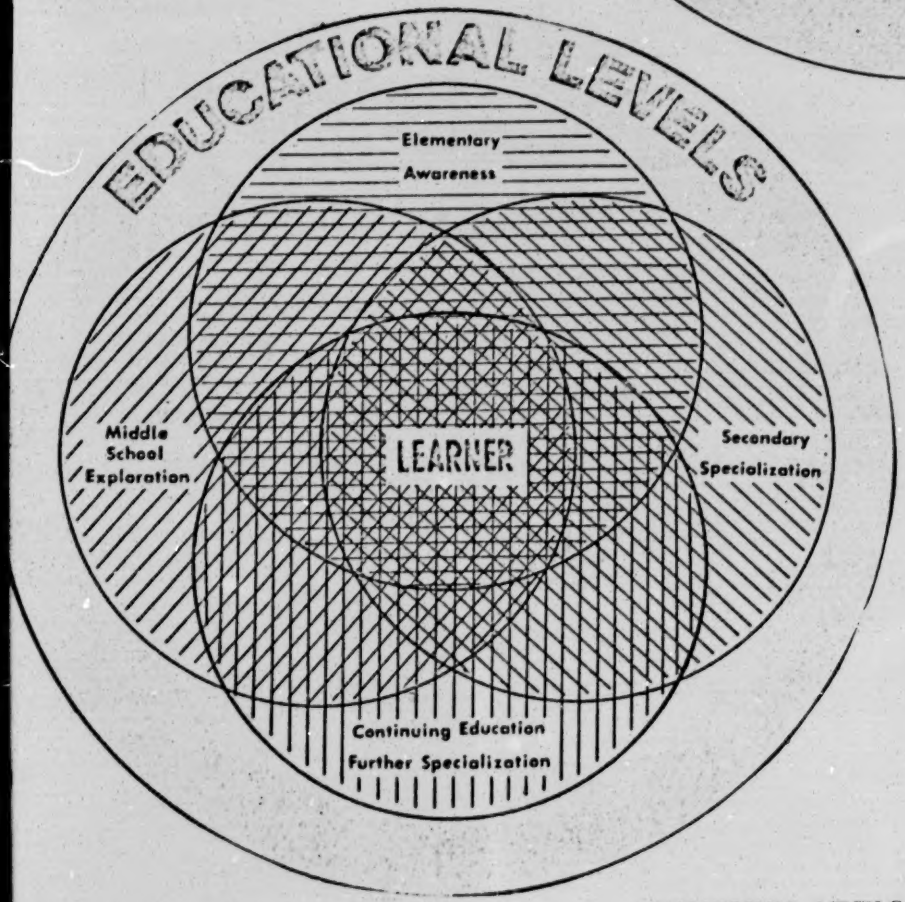



Figure 5

EDUCATIONAL LEVELS AND CAREER EDUCATION IN NEVADA

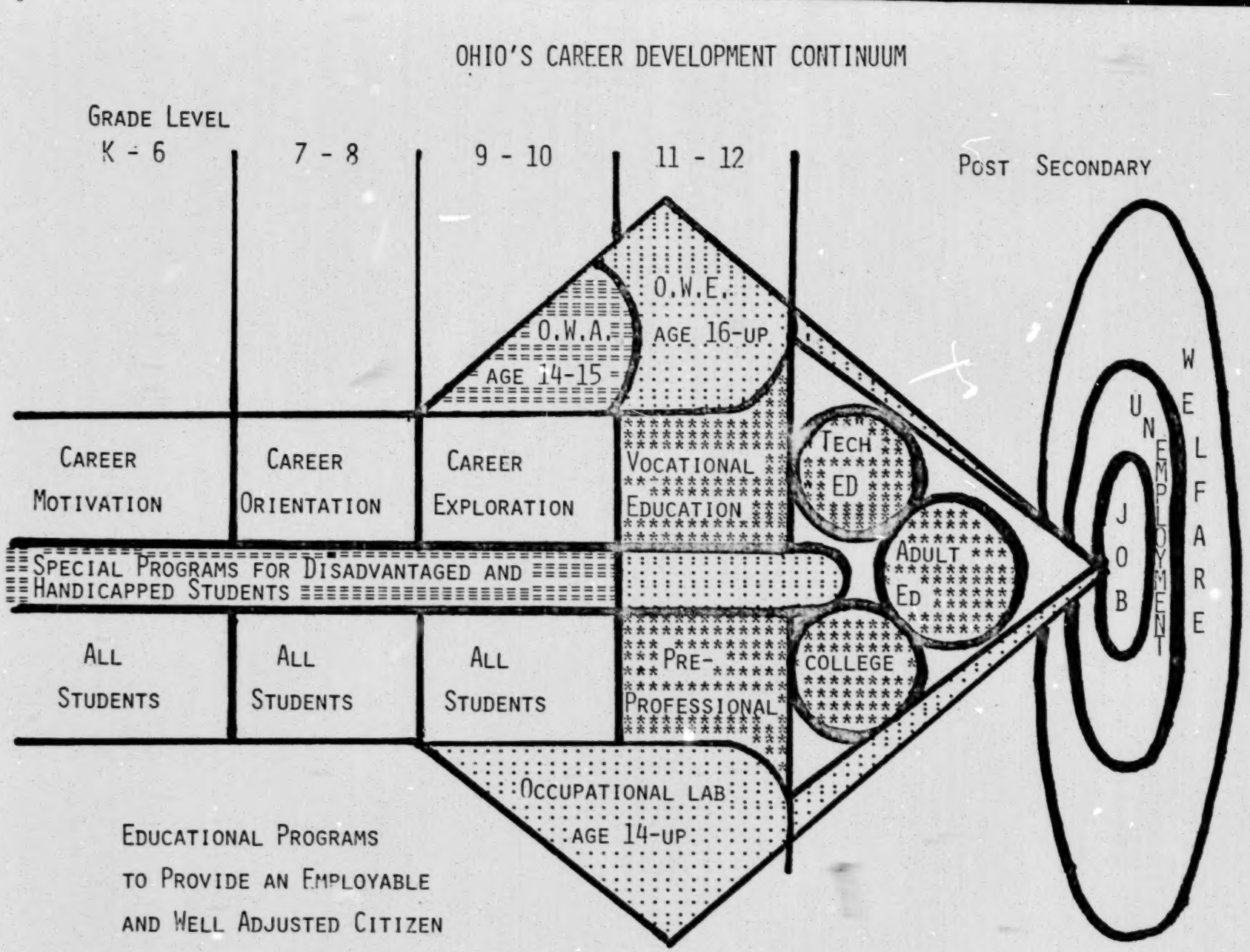

OHIO'S CAREER DEVELOPMENT CONTINUUM
GRADE LEVEL
K - 6
7 - 8
9 - 10
11 - 12
POST SECONDARY
O.W.A.
AGE 14-15
O.W.E.
AGE 16-UP
CAREER MOTIVATION
CAREER ORIENTATION
CAREER EXPLORATION
VOCATIONAL EDUCATION
TECH ED
ADULT ED
SPECIAL PROGRAMS FOR DISADVANTAGED AND HANDICAPPED STUDENTS
ALL STUDENTS
ALL STUDENTS
ALL STUDENTS
PRE-PROFESSIONAL
COLLEGE
OCCUPATIONAL LAB
AGE 14-UP
JOB
UNEMPLOYMENT
WELFARE
EDUCATIONAL PROGRAMS
TO PROVIDE AN EMPLOYABLE
AND WELL ADJUSTED CITIZEN

Figure 6:

portrays the process of Career Education in a linear, or horizontal fashion, proceeding from kindergarten through the post-secondary, or adult years.

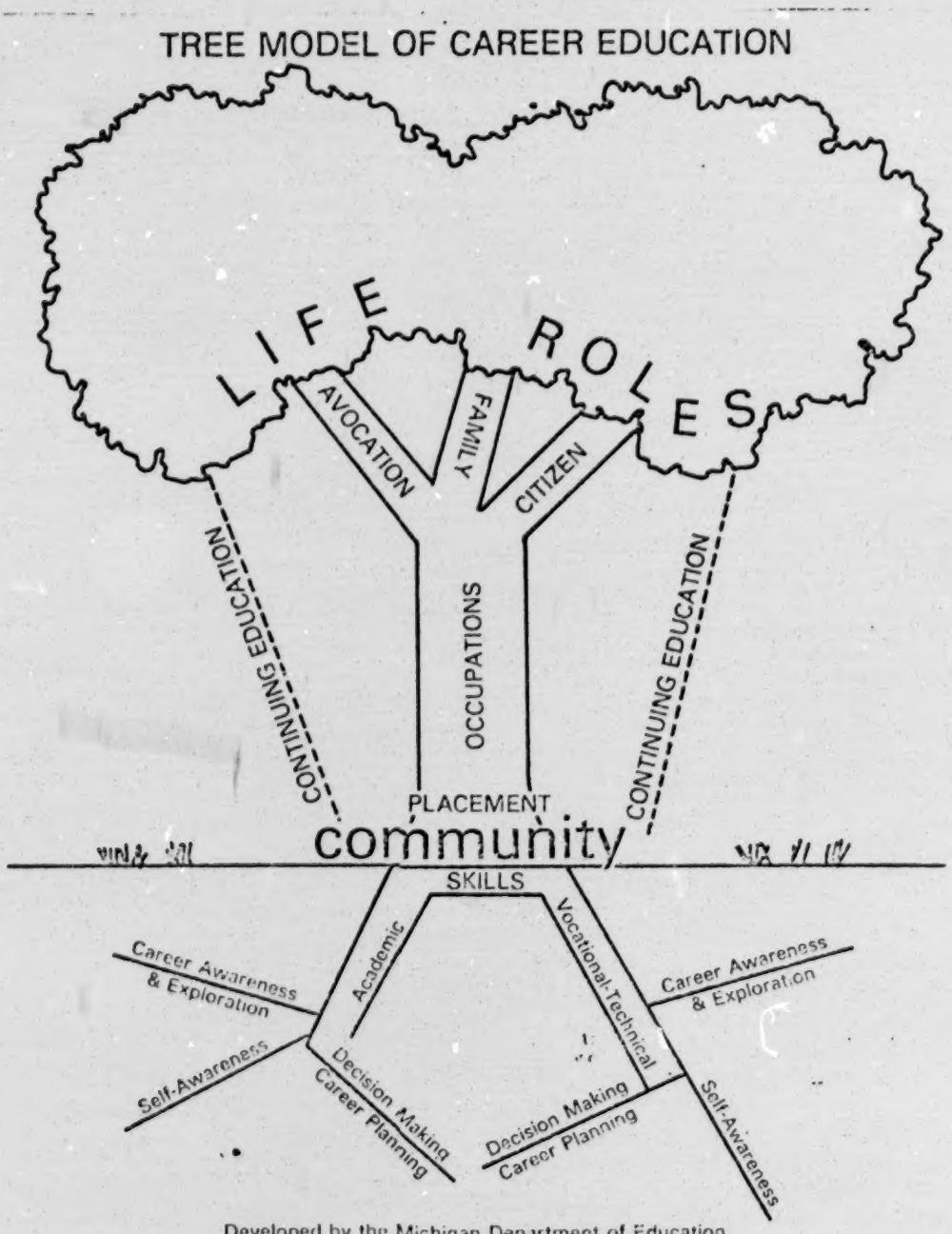
The Ohio Career Development Program (Career Motivation, Career Orientation, and Career Exploration) is intended for all students in Grades K-10, as the model illustrates. At Grade 9, as the model indicates, some students become involved in the "Occupational Work Adjustment Program", while others may participate in an "Occupational Laboratory". In Grades 11-12, the students participate in programs designed to equip them with job-entry skills, necessary requirements for specialized training, or those requisites needed for college entrance.

The Michigan Model. In Michigan, the concept and process of Career Education has been depicted (and labelled) as a "Tree Model of Career Education". This is illustrated in Figure 7, and portrays the "in-school" components of Career Education (Self-Awareness, Career Awareness, Career Planning, Academic and Vocational Education) as the roots of a tree. The trunk of the tree is related to occupations, while the branches, or life roles, it will be seen, are supported by "Continuing Education".

The Michigan State Department of Education has also developed a chart, or model, in which the components of Career Education are depicted. This illustrated in Figure 8.

The Mississippi Model. In Mississippi, a model for Career Education has been developed to not only portray the sequence of activities in which the learner would be involved, but to portray the emphases,

Figure 7:


TREE MODEL OF CAREER EDUCATION
LIFE ROLES
AVOCATION
FAMILY
CITIZEN
CONTINUING EDUCATION
OCCUPATIONS
CONTINUING EDUCATION
PLACEMENT
community
SKILLS
Career Awareness & Exploration
Academic
Vocational-Technical
Career Awareness & Exploration
Self-Awareness
Decision Making
Career Planning
Decision Making
Career Planning
Self-Awareness
Developed by the Michigan Department of Education
January 1973

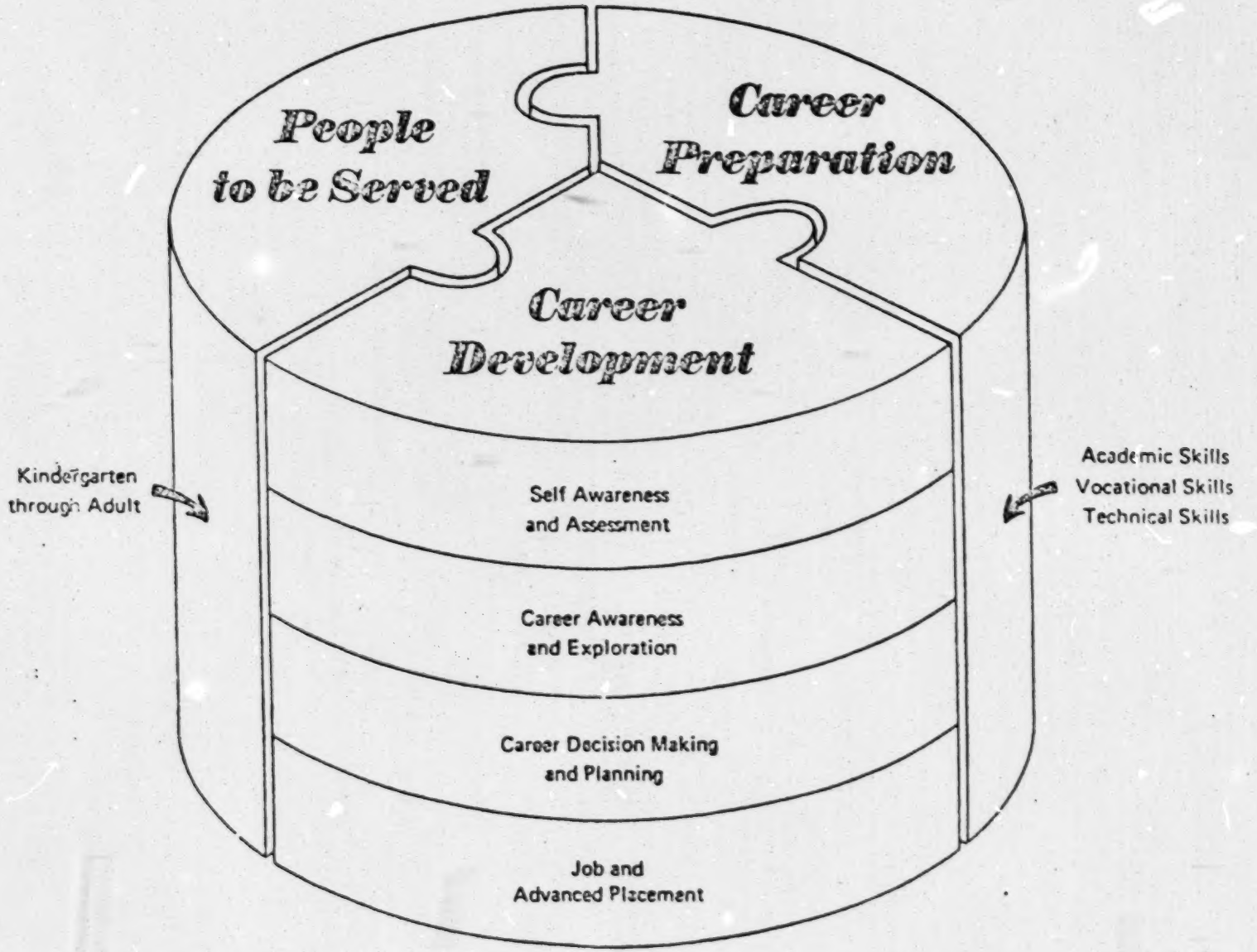
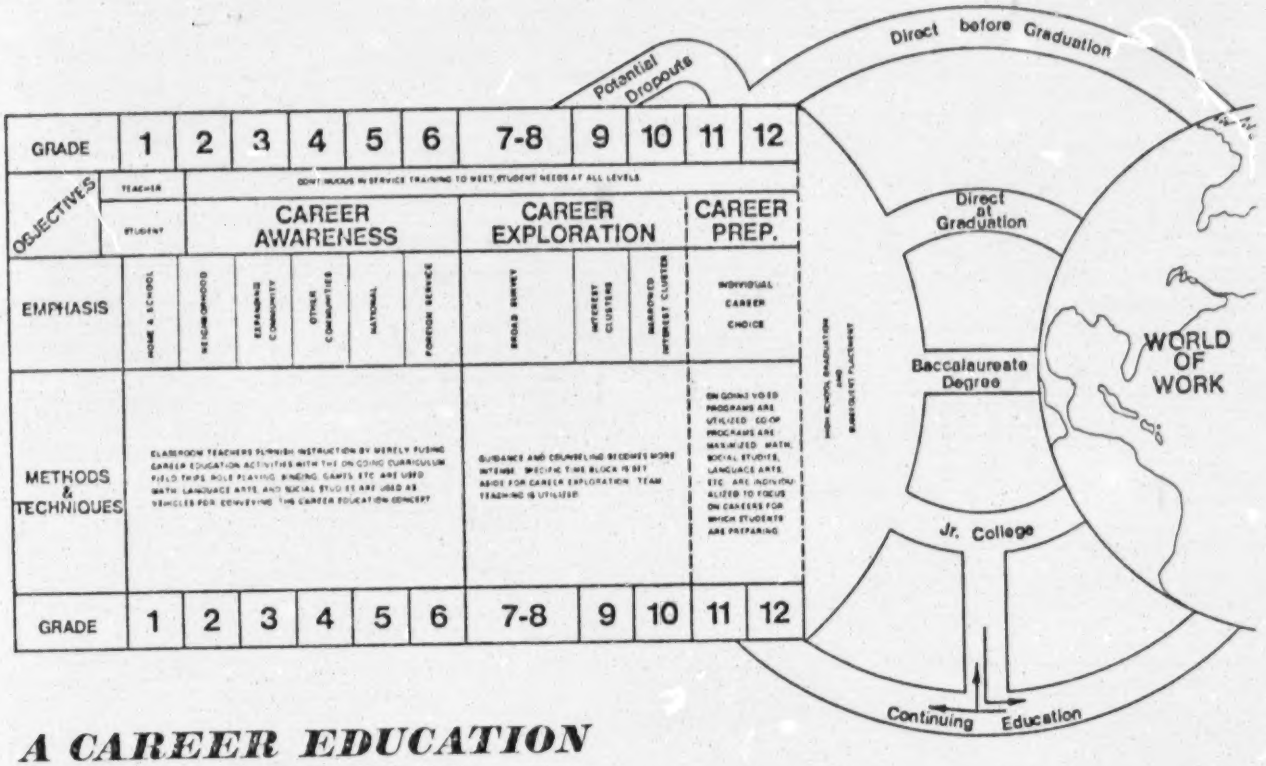

People to be Served
Career Preparation
Career Development
Kindergarten through Adult
Academic Skills
Vocational Skills
Technical Skills
Self Awareness and Assessment
Career Awareness and Exploration
Career Decision Making and Planning
Job and Advanced Placement

Figure 8:

methods and techniques considered to be necessary in leading the learner to a rewarding life role. The Mississippi model, illustrated in Figure 9, also portrays the several avenues open to learners, before as well as after graduation from high school. All of the avenues, it will be noted, lead eventually into the world of work.

Figure 9:



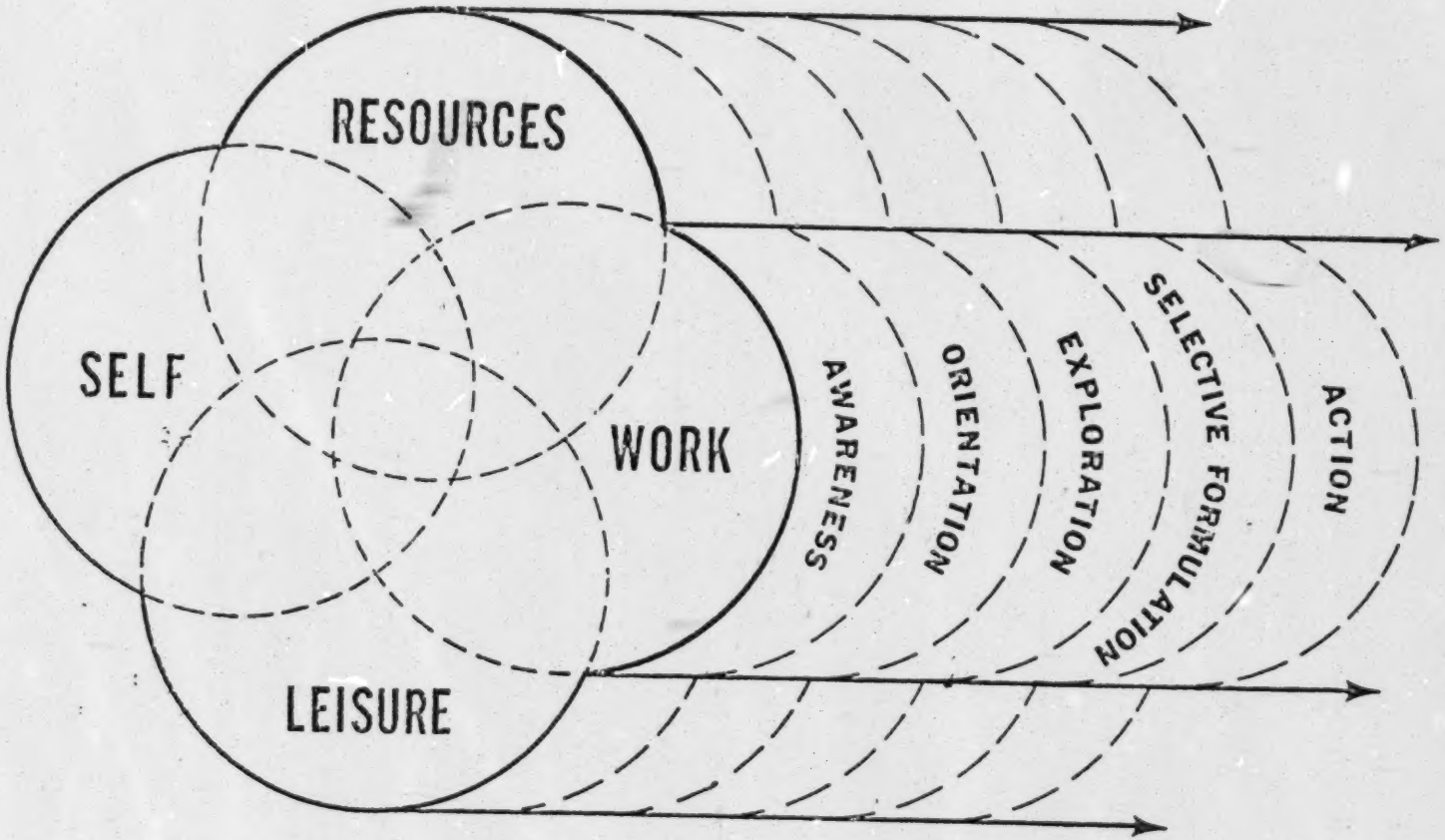
The Wisconsin Model. The Wisconsin Department of Instruction in its Career Education effort, has created a three-sided model, as shown in Figure 10. In the Wisconsin model, the key elements (at the three points of the triangle, are Self, Career Planning and Preparation, and the World of Work. As the model illustrates, the relationships between the key elements must be considered in the process of career development. As the model also illustrates, there is, in the process, an "emerging self" with some kind of "vocational identity". The "emerging self" will, through rational decision making, cause other relationships with the key elements to emerge.

Figure 10:

The Kansas Model. In Kansas, the concept of Career Education is perceived as being a developmental process--a process that begins with formal educational program (kindergarten) and extends through the adult years into the retirement years. The Kansas model, shown in Figure 11, indicates that an individual's lifetime career involves four closely related components: (1) Self; (2) Resources; (3) Work; and (4) Leisure. For each of the components, as the model illustrates, the process of Career Education will lead the individual

# Kansas Model for *Developmental* Career Education

Individual's Lifetime Career involves:




from
Kindergarten to Adult to Retirement

Figure 11:

from awareness to action. And, more importantly, the model also indicates that, throughout the process, the several interrelationships should be constantly considered.

The Georgia Model. While the Georgia model shown in Figures 12 and 13 does not look like the models shown previously, it does portray a system for Career Education. As indicated in Figure 12, the necessary elements of Career Education are placed along one axis, while the various learner levels are placed along the other. This grid can be then used to identify where particular activities should occur.

Figure 12:

**Chart 1**
**LEVELS AT WHICH ELEMENTS OF A CAREER DEVELOPMENT EDUCATION PROGRAM ARE NECESSARY**

| ELEMENTS | (K-6) CHILDHOOD | (7-9) EARLY ADOLESCENT | (10-12) ADOLESCENT | (13-14) LATE ADOLESCENT | ADULT |
|---|---|---|---|---|---|
| 1 – Orientation | | | | | |
| 2 – Exploration | | | | | |
| 3 – Interdisciplinary | | | | | |
| 4 – Career Curriculum | | | | | |
| 5 – Outreach | | | | | |
| 6 – Intensive Short Term Specialized Courses | | | | | |
| 7 – Placement and Follow Through | | | | | |
| 8 – Guidance and Counseling | | | | | |

In the chart shown in Figure 13, the various blocks in the grid have been filled in, as it were, with suggestions as to what activity is to be engaged in, (Programs), and with suggestions as to who will be responsible for the particular activity (staff).

Figure 13:

**Chart 2**
**PROGRAMS AND STAFF TO IMPLEMENT ELEMENTS OF A CAREER DEVELOPMENT EDUCATION PROGRAM AT EACH LEVEL**

| | (K-6) CHILDHOOD | (7-9) EARLY ADOLESCENT | (10-12) ADOLESCENT | (13-14) LATE ADOLESCENT | ADULT |
|---|---|---|---|---|---|
| ORIENTATION | ① a, c | ⑥ a, c<br>② ③ ④ b, | ⑤ b, or c<br>⑦ a, e, ⑥ a, | ⑥ a, ⑤ c<br>⑧ e, a, | ⑤ c |
| EXPLORATION | ① a, c | ⑥ a, c<br>② ③ ④ b, | ⑤ b, or c<br>⑦ a, e, ⑥ a, | ⑥ a, ⑤ c<br>⑧ e, a, | ⑤ c, ⑧ e, |
| INTERDISCIPLINARY | ① a, c | ② ③ ④ a, b, | ⑦ a, e, | ⑧ e, a, | ⑧ a, e, |
| CAREER CURRICULUM | | | ⑦ d, or e, | ⑧ d, or e, | ⑧ d, or e, |
| OUTREACH | | | b, c, or d, | b, c, or d, | b, c, or d, |
| INTENSIVE SHORT TERM SPECIALIZED COURSES | | | b, d, a, ⑨ c, | b, d, or e, ⑨ c, | b, d, or e,<br>⑨ c, |
| PLACEMENT AND FOLLOW THROUGH | | | b, or c, | c, or b, | c, b, |
| GUIDANCE AND COUNSELING | ⑥ c, | ⑥ c, | ⑤ c, ⑥ c, | ⑤ c, ⑥ c, | ⑤ c, ⑥ c, |

PROGRAMS ◯
1–World of work curriculum
2–Across board exploratory program
3–Mini-exploratory courses (quarter length)
4–One year exploratory courses
5–Career decision making and planning courses
6–Fuse career activities into each curriculum cluster
7–Career curriculum
8–Occupational career curriculum
9–Supportive and monitoring counseling

STAFF △
a–Regular teachers (general and academic)
b–Specialized staff (exploratory and others)
c–Guidance counselor
d–Cooperative teacher
e–Job preparatory teachers

The Alabama Model. As in the case of the Georgia model, the Alabama model for Career Education is constructed in a somewhat different manner that previous models. It does however depict a continuum from Kindergarten through Grade 12. It also portrays, as shown in Figure 14, what the basic elements of Career Education are and what each element is intended to produce.

Figure 14:

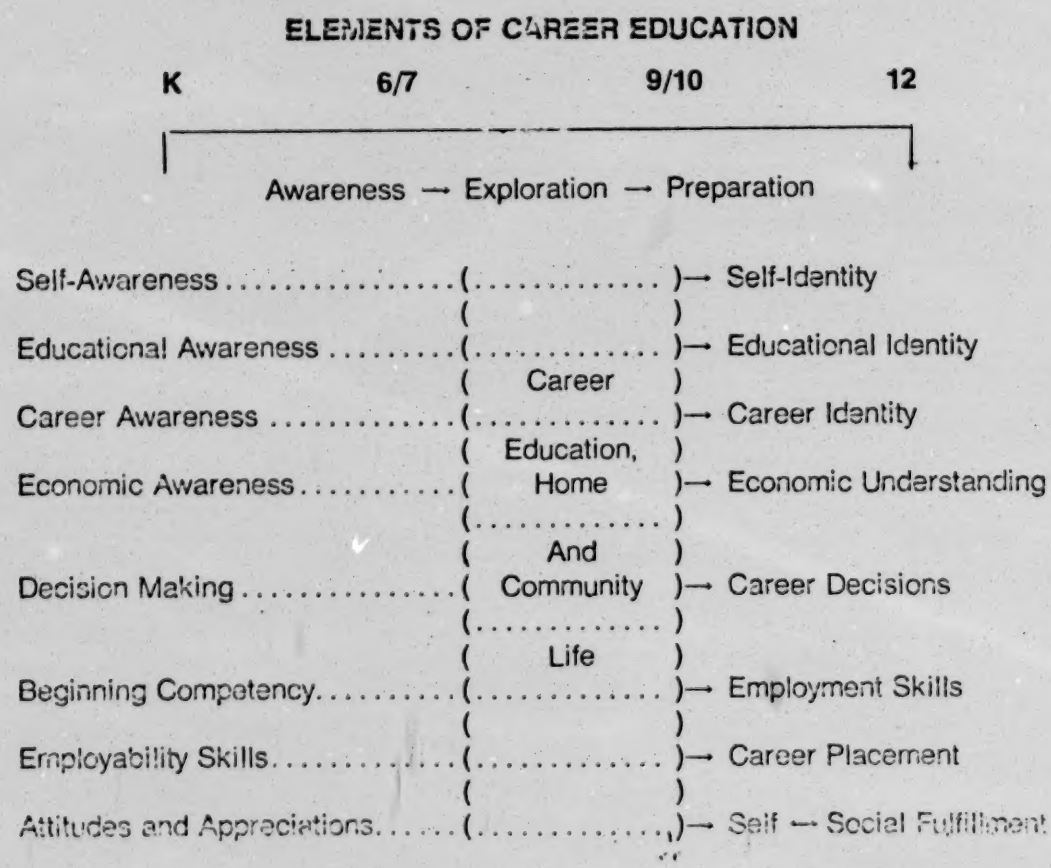


Figure 15:

CAREER EDUCATION IN LOUISIANA

AN EXPERIENCE-BASED, SEQUENTIAL PLAN

| | |
|---|---|
| STAGE I | CAREER AWARENESS<br>(Grades K-3) |
| STAGE II | CAREER MOTIVATION<br>(Grades 2-6) |
| STAGE III | CAREER EXPLORATION<br>(Grades 5-9) |
| STAGE IV | TENTATIVE CAREER DECISIONS<br>(Grades 8-10) |
| STAGE V | ACQUISITION OF CAREER-ENTRY SKILLS<br>(Grades 9-12)<br>(Differential Programs) |
| STAGE VI | CAREER ENTRY |

A. EMPLOYMENT
FURTHER STUDY AND TRAINING

B. SPECIALIZED STUDY AND TRAINING
EMPLOYMENT
FURTHER STUDY AND TRAINING

EACH STAGE REQUIRES:

INFORMATION
EXPERIENCE

WHICH LEADS TO:

FIRST-HAND PERSONAL LEARNING

WHICH LEADS TO:

SELF-DEVELOPMENT

WHICH LEADS TO:

INDIVIDUAL SUCCESS

WHICH LEADS TO:

A HEALTHY SENSE OF WELL-BEING

The Louisiana Model. The model for Career Education that has been developed for use in Louisiana is, as the name indicates, a sequential plan, The several stages, or elements, of Career Education are indicated. The model also includes a portrayal of the process needed for each of the six stages depictes. Information and experience, as shown in Figure 15, will lead to self-development. This, in turn, will lead to individual success in each of the several stages, and a resultant healthy sense of well-being.

Commentary

In this portion of this paper an attempt has been made to illustrate, through the use of various schematics and models, how the concept of Career Education has been interpreted by educators and lay-citizens in various states and by educators and concerned citizens at the national levels of education. The various state models that have been used do not exhaust the list of such models that have been developed; they do, however, depict nicely the similarities and differences that were discussed earlier.

It should be observed that differences, where they occur, exist usually as a result of some local (state) statute, regulation, policy or interpretation of need. It should also be noted that virtually every model examined here represents a process for Career Education, and contains the basic elements--Awareness, Exploration, and Preparation--that are intended to lead learners to the goals of Career Education.

## INSTRUCTIONAL MODELS FOR CAREER EDUCATION

As suggested earlier in this paper, there are "models" and "models". Process and content models have been described, and in an earlier section of this series curriculum models were discussed. In addition to those already discussed, however, attempts have been made to consider and determine how--in what instructional mode--Career Education might best be presented to the learners.

Toward the above end, the U.S. Office of Education (USOE) developed four models, through efforts in research and development activites, which are intended to facilitate the career education goals. In August, 1972, these models were transferred to the National Institute of Education (NIE) since most of the research and development responsibilities were transferred to this new agency. The models were originally conceived to (1) investigate and test alternative hypotheses about the delivery of career education and (2) design and develop prototype career education programs congruent with each of the various hypotheses.

### MODEL I: School-Based Career Education

In the so-called school-based model of Career Education, the intent was to develop a system in which learning experiences would be more relevant and meaningful for the learner. To accomplish these purposes, it was apparent that the learning experiences be more closely related to Career Education objectives, which meant that, as was pointed out in Part III of this series, fundamental changes would be needed in the curriculum of the public schools.

The Center for Vocational Technical Education (CVTE), at the Ohio State University in Columbus, initially had responsibility for development of this model, and the Center developed, among other items, the Career Education Matrix that was described in Part III.

In 1971, contracts were entered in to with six local school systems in various areas of the nation in an attempt to develop further, and infuse into their educational programs, the concept of a Comprehensive Career Education Model (CCEM). The six school systems (Atlanta, Georgia; Hackensack, New Jersey; Jefferson County, Colorado; Los Angeles, California; Mesa, Arizona; and Pontiac, Michigan) were engaged in what was perceived as a five-year, four-stage effort.

The objectives of the School-Based Career Education Model were to develop and test an educational system that would develop in students: (1) a comprehensive awareness of career options; (2) a concept of self which is in keeping with work-oriented society, including positive attitudes about work, school, and society, and a sense of satisfaction resulting from successful experience in these areas; (3) personal charactersitics, such as self-respect, initiative, and resourcefulness; (4) a realistic understanding of the relationships between the world of work and education which assist individuals in becoming contributing members of society; and (5) the ability to enter employment in a selected occupational area or to go on for further education. Such a system, it was hoped, would serve to:

- Increase career options of students;
- To assist students in making decisions regarding careers; and

- To prepare students to enter suitable employment or to go on to the next level of education.

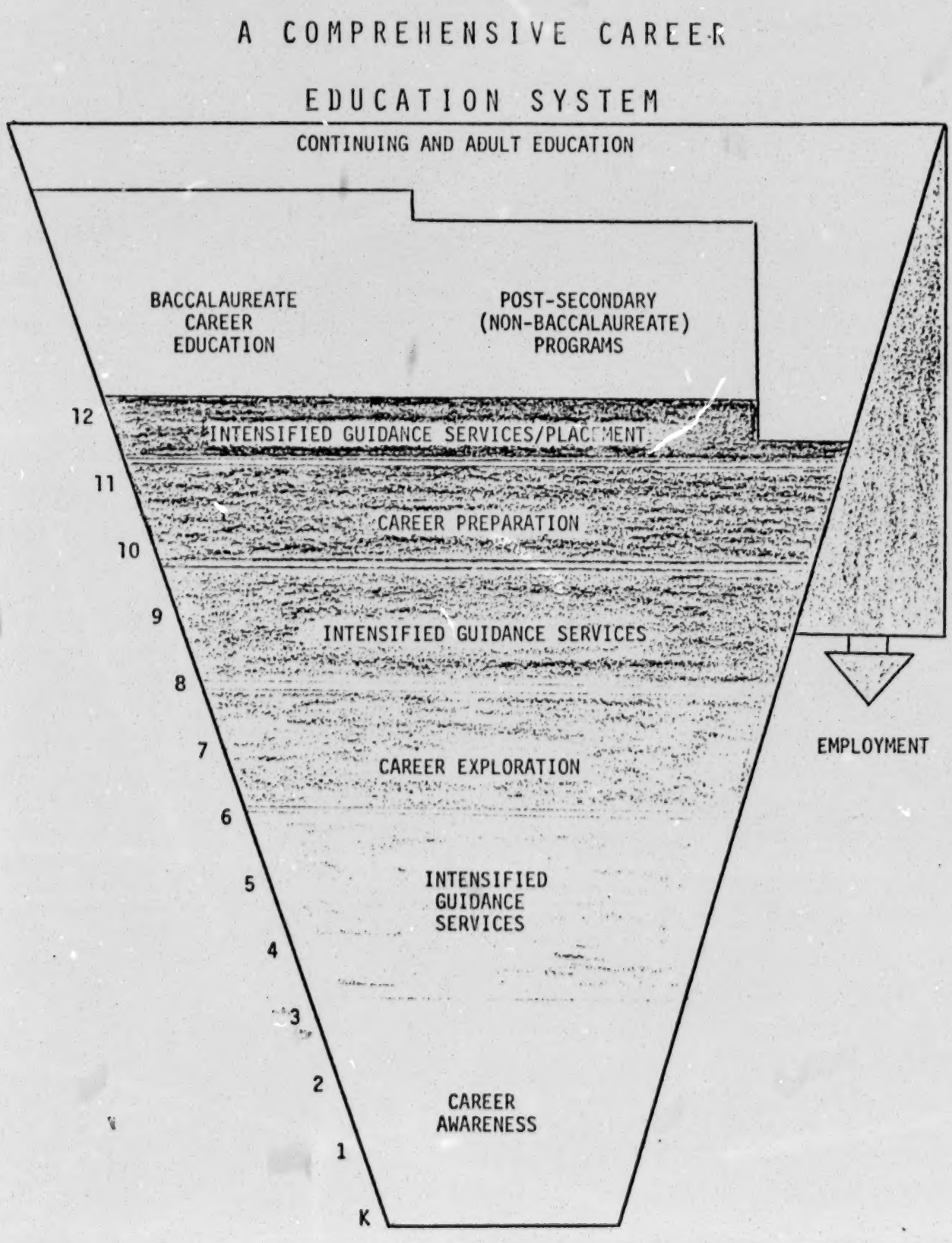
A conceptualized model has been developed for the School-Based Comprehensive Career Education Model (CCEM). The CCEM pyramid design, Figure 16, is similar to the USOE model, but it places considerable emphasis upon guidance and counseling throughout the kindergarten to twelfth grades. This model lends itself nicely to the articulation of subject matter and the various stages career development.

The participating schools and the Center have developed eight elements which are being infused into all courses at each grade level. These elements were established as the components of the School-Based Career Education Model and are found in the CCEM matrix. The following elements and outcomes are found in the CCEM.

Comprehensive Career Education Model

| CAREER EDUCATION ELEMENTS | ELEMENT OUTCOMES |
|---|---|
| Career Awareness<br>Knowledge of the total spectrum | Career Identity<br>Role or roles within the world or work |
| Self Awareness<br>Knowledge of the component make up self | Self Identity<br>Know himself - consistent value system |
| Appreciations & Attitudes<br>Life roles - feeling toward self and other in respect to society and economics | Self-Social Fulfillment<br>Active work role-satisfying work role |
| Decision Making Skills<br>Applying information to rational processes to reach decisions | Career Decisions<br>Career direction, has a plan for career development |

Figure 16:


A COMPREHENSIVE CAREER
EDUCATION SYSTEM
CONTINUING AND ADULT EDUCATION
BACCALAUREATE CAREER EDUCATION
POST-SECONDARY (NON-BACCALAUREATE) PROGRAMS
12
INTENSIFIED GUIDANCE SERVICES/PLACEMENT
11
CAREER PREPARATION
10
9
INTENSIFIED GUIDANCE SERVICES
8
7
CAREER EXPLORATION
6
5
INTENSIFIED GUIDANCE SERVICES
4
3
2
CAREER AWARENESS
1
K
EMPLOYMENT

Economic Awareness:
Perception of processes in production, distribution, consumption

Economic Understanding:
Solve personal and social problems in an economic environment.

Skill Awareness & Beginning Competence:
Skills - ways in which man extends his behavior

Employment Skills:
Competence in performance of job-related tasks

Employable Skills:
Social and communications skills appropriate to career placement

Career Placement:
Employed in line with career development plan

Educational Awareness:
Perception of relationship between education and life

Educational Identity:
Ability to select educational avenues to develop career plans

From these eight elements there has been the development of thirty-two themes, some fifteen-hundred goals, and three thousand behavioral objectives. The initial products of this effort are to be made available for use by schools in the relatively near future.

MODEL II: Employer-Based Career Education

The Employer-Based Career Education Model seeks to serve secondary school students through an optional out-of-school program. A program format has been established which provides the necessary life skills through arrangements with business/industry and schools. Career skill development is being developed in real life occupational settings by business and industry with schools being responsible for the related academic training. This model is intended to provide a personalized education experience through existing curriculum and actual work through adult activities, managed by employers.

The objectives of this model are: (1) to provide an alternative educational program for students in an employer-based setting; (2) to

unify the positive elements of academic, general, and vocational curricula into a comprehensive career education program; (3) to increase the relevance of education to the world of work; and (4) to broaden the base of community participation, particularly by involving public and private employers more directly and significantly in education.

The Employer-Based Career Education Model is top priority for the National Institute of Education during fiscal year 1974. Contractual arrangements have been made to test it by consortia of public and private businesses and other organizations, including several of the Regional Educational Laboratories.

MODEL III: Home/Community-Based Career Education

The Home/Community-Based Model is designed to provide career options for persons eighteen to twenty-five years of age by utilizing the home as a center for learning. This program will assist adults in identifying their aspirations, in matching their capabilities, experience and motivation to select and progress through an appropriate educational program. The education programs will rely upon mass media brought to the home such as television, audio cassettes and radio, and career clinics within the community for the appropriate career counseling.

The objectives of the Home-Based Model are: (1) to develop educational delivery systems for the home and the community; (2) to provide new career education programs for adults; (3) establish a guidance and career placement system to assist individuals in occupational and related life roles; (4) to develop more competent

workers; and (5) to enhance the quality of the home as a learning center.

MODEL IV: A Rural Residential Model

The Rural Residential Model is being developed by the Mountain-Plains Education and Economic Development Program, Incorporated, and is located at Glasgow, Montana on the site of a deactivated Air Force Base. Major focus of this model is providing assistance to rural disadvantaged families with the necessary employment capabilities, to provide leverage on economic development of the area, and to improve family living. Families are selected from a six state region of Idaho, Montana, North Dakota, South Dakota, Wyoming and Nebraska.

The program for this model is built around the needs of each family based upon information from interviews, personal data, interests, needs, aptitude data and available resources. Families are exposed to a program which leads them through occupational awareness, exploration, and preparation in the occupational areas of tourism, public services, and health. Additional training is centered around the family activities, such as money management, food planning and preparation, personal grooming, home planning and care, health education, physical fitness.

## CAREER EDUCATION COMPONENTS

In order for local educational agencies to implement the concept of career education, they will be required to review their mission and restructure their curriculum. Top priority must be given to changing the attitudes of staff and providing them adequate time

for curriculum development. A new role will evolve through cooperative efforts of the community and schools, and Career Education will have to be moved into the main stream of the educational process. To accomplish this task, Kenneth Hoyt has identified five necessary components: (1) the classroom teacher; (2) vocational skill training; (3) career development; (4) the home and family; and (5) the working community. The following paragraphs demonstrate how the five components should facilitate the integration of career education into the educational system.

The Classroom Teacher

Career Education asks that every classroom teacher in every course at every grade level emphasize the appropriate career implications of the particular subject being taught. With this career education emphasis, relevancy will be added to otherwise abstract academic subject matter, and the potential for more effective employment skills will be realized. It will be possible for all teachers to answer the question, "Why do we teach what we teach?"

Dr. Hoyt and his associates have pointed out that Career Education is not intended to minimize the importance of the substantial content which teachers seek to help students learn, but instead as a way to help students learn more of the content. It may be appropriate to reorganize the educational content in such a manner that all students see the relationship between education and making a living.

Career Education may ask some classroom teachers to modify, redirect, or re-emphasize certain efforts. To the question, "What does Career Education expect the classroom teacher to do?", the following seven points are of importance.

1. Career Education expects teachers to embrace and adopt the basic assumptions and goals of career education for themselves. It asks each teacher to search their own conscience, their professional conviction regarding the real reason why they have chosen to teach, the current conditions existing in their school, the current needs of their students, and the rapidly changing needs of society that have resulted in the current career education emphasis.

2. It asks the classroom teacher to become aware of and knowledgeable about the career implications of the substantive content they seek to help students learn. This may call for a great deal of time and effort on the part of teachers since they know far too little about the world of work because few have seen it nor experienced it beyond educational experiences.

3. Classroom teachers must seek out and capitalize on the wide variety of means available for emphasizing the career implications of the substantive content he seeks to help students learn. Students will begin to learn through experience in which they engage. New teaching strategies will be needed to introduce the career implications to students in an interesting and meaningful approach.

4. Career Education asks the classroom teacher to emphasize career implications in ways that will bring dignity to all honest work and to all persons who perform such work. The student will see himself as a prospective worker and work itself as a positive aspect of our society.

5. Classroom teachers will emphasize the career implications as a means of motivating students to learn more of the substantive content the teacher is attempting to teach. This approach should add to, not detract from, the opportunity for students to learn the subject content. The motivation of students will be increased because of the relationship between what is being taught and its meaning to him as a potential worker.

6. Career Education asks the teacher to seek out and capitalize on cooperative activities involving the efforts of several teachers, or the entire teaching staff of the school, in order to emphasize career implications to students. Results of these efforts will be a curriculum which is articulated from grade to grade utilizing the strengths of the teaching staff.

7. Finally, the classroom teacher needs to work cooperatively with those charged with responsibility for the other career education components. Teachers must seek out ways of working cooperatively with other teachers, business-industry-labor community, counselors, other supporting school staff, and with parents. By bringing together these components, learning will become meaningful to all students.

This curriculum component does not attempt to add more content but rather is intended to infuse career implications and career information into the existing curriculum. In order to achieve this infusion, in-service education will be needed to acquaint teachers with the concepts of Career Education. Appropriate time should be available beyond the school year for teachers to make necessary adjustments in their curriculum so as to capitalize upon community and reference resources. Also, modifications will have to be made in teacher education programs if future teachers are to be prepared to cope with Career Education.

Vocational Skill Training

This component of Career Education is perceived as being much broader than the traditional term "Vocational Education" implies, because of the career implications being infused into the present curriculum by all classroom teachers. Vocational skill training

is intended to emphasize the concept that whenever one is acquiring skills related to a proposed area of occupational choice, he is engaged in vocational skill training.

At the elementary level, the student is helped to become aware of the occupations in the community. The prime purpose at this level is to help students become aware of the occupational world, to help them become familiar with the values of a work-oriented society and to incoporate such values into their personal value structures. Students should be motivated through use of parents and various community resources in the effort.

Vocational skill training provided at the junior high level has, as its prime purpose, the teaching of students the basic vocational skills which have applicability to broad families of occupations. These experiences will help students to decide, from among such broad families, those that they may want to pursue during the senior high school years. Students should be permitted to explore several of the fifteen clusters.

Vocational education is a part of this component. The traditional vocational education programs found at the secondary level must be expanded so as to provide entry level skill development in all fifteen clusters which have been developed. In addition to manipulative skills, the vocational skills include knowledge, communicative skills, work attitudes, computational skills, human relations and other learnings. Upon completion of the secondary level, students should possess the skills necessary to pursue their career choice through avenues of employment, community technical colleges or four year colleges.

Career Development

The component of career development is of importance because it involves the guiding and shaping of one's life. The term "career development" refers to the total constellation of events, circumstances, and experiences of the individual as he makes decisions about himself as a prospective and as an actual member of the workforce. In this new situation, guidance and counseling will take on a new emphasis. Informal counseling may be provided by all classroom teachers with the formal aspects being supplied by guidance personnel.

Career development must be fully understood before it can be carried out. Hoyt has explained the basic nature of this component in the following points.

1. Career development is a lifelong process which begins early in the preschool years and continues for most individuals through retirement.

2. Personal choices are taking place on a continuing basis throughout the life of the individual.

3. Occupational choices are expressed in many forms and with many degrees of firmness and insight at various times in the life of the individual.

4. Choices are made on the basis of what the individual would enjoy doing, on the basis of what appears possible for him to do, given his personal and societal limitation and strengths, and on the basis of what is important for the individual.

5. The prime goal of career development lies in its process, not its end result. The important thing is that the individual chooses and not what the individual chooses.

6. The wisdom of career choice lies in the extent to which and the basis on which it is a reasoned choice, not in the degree to which it seems reasonable to others.

Through career development, students will be making appropriate career plans. Programs of study will be arranged to fulfill the student's career plan. The end result will be students better prepared upon high school graduation to pursue their career plan through employment, community technical colleges or four-year college and meet the demands placed upon them by society conditions.

The Home and Family

The home and family can be of considerable help in furthering educational objectives. It can also help schools achieve the goals of Career Education. The capacity of parents to influence the child's attitude, planning, and coping behavior should be recognized and utilized as an integral part of the educational process.

Parents can share their occupational roles with students through classroom and on-the-job activities. Few students have a good idea of the specific nature of their parents' occupation. Classroom teachers and counselors should utilize parents as resources in the curriculum. Schools will have the opportunity to use the occupational facilities of parents for learning activities.

Through the combined efforts of the school and parents, a new dimension will be added to the classroom, one that will have the endorsement and reinforcement of the educational objectives of the home and family.

Contributions of the Working Community

The classroom will be extended beyond the four walls of the school building through this component of Career Education. Business and labor must become an integral part of the Career Education program. Provisions should permit the students to be active through work observation, work experience, work-study and cooperative education programs. Also, community personnel might be members of a "Career Education Advisory Committee", which would provide input into the educational agency. The community may provide resource personnel amd materials to assist the classroom teacher in giving career implications to their existing curriculum. Finally, exchange programs between schools and the community should be arranged to provide the classroom teacher experiences which will help relate subject content to the working world. Through cooperative efforts, students will become prepared employees with the skills to make them productive, successful, and satisfied members of our working society.

## SUMMARY

Career Education is a comprehensive effort to integrate concepts into the existing curriculum of our education system. Programs will be restructured around the theme of career development, including opportunities and requirements in the world of work. A blending of vocational, academic, and counseling activities need to be achieved to provide relevancy for students to help them see the relationship to future career goals. Elementary grades will

be organized around the wide range of occupations in our economy and the associated societal roles. In the junior high grades, students will prepare for their chosen career cluster with options available to them upon graduation in the areas of employment, community technical colleges or four-year colleges. These efforts can only be reached through involvement of every classroom teacher providing vocational skill training. Assistance is needed from guidance personnel in the area of career development for each student along with cooperative efforts of the whole community. Finally, parent involvement is essential because of their influence on attitudes and actions of students.

The models, elements, and charactersitics presented in this section may serve to provide additional guidelines and insights for everyone concerned about identifying or developing ways in which to achieve a more meaningful and more responsive educational system.

## Selected References


Bottoms, Gene. Career Development Education: Kindergarten through Post-Secondary and Adult Levels. Atlanta, Georgia: Georgia Department of Education.

Budke, Wesley E., Glenn E. Bettis, and Gary F. Beasley. Career Education Practice. Columbus, Ohio: The Center for Vocational and Technical Education, the Ohio State University, 1972.

_____. Career Development in Nevada. Carson City, Nevada: Nevada State Department of Education, 1973.

_____. Career Education in Alabama: The Art of the State. Montgomery, Alabama: Alabama State Department of Education, 1974.

_____. Career Motivation: Curriculum Guide for Grades K-6. Columbus, Ohio: Ohio Department of Education, 1972.

_____. Developmental Program Goals for the Comprehensive Career Education Model, (Preliminary Edition). Columbus, Ohio: The Center for Vocational and Technical Education, 1972.

Edington, Everett, and Howard K. Conley. Career Education Handbook for Rural School Administrators. Las Cruces, New Mexico: ERIC Clearinghouse on Rural Education and Small Schools (New Mexico State University), 1973.

Goldhammer, Keith, and Robert E. Taylor. Career Education: Promise and Perspective. Columbus, Ohio: Charles E. Merrill Publishing Company, 1972.

Hoyt, Kenneth B. et al. Career Education: What It Is and How To Do It. Salt Lake City, Utah: Olympus Publishing Company, 1972.

Hoyt, Kenneth, Nancy Pinson, Darryl Laramore, and Garth Mangum. Career Education and the Elementary School Teacher. Salt Lake City, Utah: Olympus Publishing Company, 1973.

_____. K-12 Guide for Integrating Career Development into Local Curriculum. Madison, Wisconsin: Wisconsin Department of Public Instruction, 1971.

_____. The Kansas Guide for Career Education. Topeka, Kansas: Kansas State Department of Education, 1973.

Keller, Louise J. Career Education In-Service Training Guide. General Learning Corporation, 1972.

Kunzman, Leonard. Career Education in Oregon: A Statement on Improvement of Vocational Instruction in Oregon Schools. Salem, Oregon: Oregon Board of Education, 1970.

Kunzman, Leonard. Guide: Career Education Development in Oregon. Salem, Oregon: Oregon Board of Education.

McClure, Larry, and Carolyn Buan, eds. Essays on Career Education. Portland, Oregon: Northwest Regional Educational Laboratory, 1973.

McMinn, J. H. Career Education in Mississippi. Jackson, Mississippi: State Department of Education, 1973.

Michot, Louis. State Plan for Career Education. Baton Rouge, Louisiana: Louisiana State Department of Education, 1973.

Miller, A. J. A Synthesis of Research in Progress on the National Career Education Models. A paper presented at the Fifth Annual National Leadership Development Seminar for State Directors of Vocational Education. Columbus, Ohio, September 19-22, 1972.

Porter, John W. "Career Education", in Michigan School Board Journal. October, 1973.

Rasmussen, Marvin, and Leonard Carpenter. A Program of Career Education in Portland Public Schools. Portland: Oregon: Portland Public Schools, 1971.

Searcy, Ellen. Work Experience as Preparation for Adulthood. Washington, D.C.: Social Research Group, The George Washington University, 1973.

Simpson, Elizabeth J. "The Home as A Career Education Center", in Exceptional Children. May, 1973.

U.S. Department of Health, Education, and Welfare. Career Education: A Model for Implementation. Washington, D.C.: USOE, Bureau of Adult, Vocational, and Technical Education 1971.